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Factors Influencing Entrepreneurial Intention of the Senior High School Students

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Abstract — Entrepreneurial intention is the foundation for any decision to start a business or endeavor, making it a more significant predictor of future entrepreneurial participation. Since it is the most critical predictor of entrepreneurial behavior and a crucial component in comprehending the process of launching new business ventures, this study aimed to identify the factors that influence the entrepreneurial intentions of the Senior High School Students of St. Paul University Surigao. This study applied the quantitative research design employing a descriptive survey technique with 275 respondents. The main instrument employed in gathering necessary data was the researcher-made questionnaire. The collected data were treated using sample percentage, mean and standard deviation, and analysis of variance (ANOVA). The results showed a significant difference in the factors influencing the entrepreneurial intention of the senior high school students when grouped according to their family business and strand. The research results could serve as background knowledge and a framework for future researchers doing deeper investigations similar to this study.

Keywords — Entrepreneurship, Entrepreneurial Intention, Influencing Factors

I. INTRODUCTION

The more creative and proactive a country is in this era of global integration, the more opportunities it will have to participate in the world's great playground. Many researchers feel that entrepreneurship is critical to a nation's prosperity, particularly in addressing unemployment (Amari et al., 2014). According to International Labour Organization (2015), an estimated 660 million young people are looking for work but need help finding it 80 % are from developing countries and transitional economies. Many studies have suggested that push factors are relevant for entrepreneurship due to greater insecurity and flexibility in the new economy.

According to an article by Allison (2016), a viable solution to overcome these challenges today is to promote entrepreneurship and provide Filipinos with the necessary knowledge and tools to start their businesses. He said developing an innovative and entrepreneurial culture is integral to the Philippines' future development. Entrepreneurship leads to more businesses, job opportunities, and a better quality of life. The Philippines currently has 24 million youth. Of these 24 million, 39 percent (9.36 million) are employed, whereas 40 percent (9.6 million) live in poverty. Given the current globalization trend, it is becoming increasingly important to encourage young people to consider business ownership as a feasible alternative.

As a result, how entrepreneurship is promoted and enabled for development is becoming a vital concern of the entire population in many countries today, including the Philippines. To underline the necessity of entrepreneurship education, a recent study by the Center for Asia Pacific Studies reveals that out of every 100 children enrolled yearly, 66 will complete elementary education, 42 will finish high school, and only 14 will earn a college degree. According to a study by Smart Communications ads, only 7.7% of graduates get employed. It means that out of 100 children who attend school, only one will get a job. The scarcity of jobs has further contributed to the exodus of skilled workers abroad, where 2,000 Filipinos leave the country every day to seek higher income and more significant opportunities for career advancement. A sizeable untapped portion of the youth could have chosen to start a business, and their involvement in this field can help curb and reduce financial issues and provide job opportunities.

Some students prefer to combine their education with work experience to gain practical experience or new skills to use in their future professions. Others want to start their businesses so they are not dependent on someone else. The relevance of students and young people in any economy must be considered since they are said to be the future and the determinant of the economic viability of a nation. Once young people understand the importance of entrepreneurship and are ready to venture into business, the unemployment rate can be reduced, and the economy will experience an increase in growth.

This study started from the assumption that it is essential to identify what drives the student's entrepreneurial intention wherein, where it is assumed to capture the motivational factors that influence the student to be engaged in business. For this reason, the researchers chose senior high school students to be the participants of the study because the researchers observed that these students could be involved in entrepreneurship. Undoubtedly, there are many benefits the students can get in building and running a business. The present study examined the factors that explain the intention to entrepreneurship which is a long-term and stable career opportunity. The researchers regarded the senior high school students' desirability, feasibility, and propensity to act as an expression of individuals' perceived entrepreneurial attitude and willingness to start a business. Hence, the determined factors allowed for a better understanding of the influencing intention among the students.

II. CONCEPTUAL FRAMEWORK

This study was anchored to the Entrepreneurial Event Model proposed by Shapero and Sokol (1982), which shows the variables affecting entrepreneurial intentions. It was the first model in the field of entrepreneurial intent. The Entrepreneurial Event Model considers firm creation as the result of the interaction among contextual factors, which would act through their influences on the individual's perceptions.

Shapero and Sokol listed three dimensions determining entrepreneurial intention: perceived desirability, perceived feasibility, and propensity to act. Shapero and Sokol emphasized the importance of perception in predicting the intention to act in specific ways. The perception requires that the behavior must be desirable and feasible and that an apparent propensity to act the behavior.

The framework of the study is illustrated in the schematic diagram in Figure I. There are two boxes. The first box shows the profile of the participants as to the sex, academic strand, family business, and family monthly income.

Sex is the state of being male or female. Literature shows specific differences in the set of a business founded by groups, such as sex. Sex decisively influences entrepreneurial intention, and, more importantly, perceptual factors play a crucial role in explaining the different entrepreneurial intentions reported by male and female non-entrepreneurs.

The *Strand* is offered in the Senior High School program of the Philippines' K-12 Basic Education Curriculum. It is intended for students who want to pursue higher education after they graduate from senior high. There are four Academic Track strands, namely Accountancy Business and Management (ABM), General Academic Strand (GAS), Humanities and Social Sciences (HUMSS), and the Science Technology Engineering and Mathematics (STEM) strands. Furthermore, it includes the strand from the Technical-Vocational Livelihood and Arts and Design Track.

A *family business* is any business in which two or more family members are involved, and the majority of ownership or control is held by the family. Students' family background substantially impacts their entrepreneurial skills and potential. Students whose families have started their businesses have more motivation and capacity to start their businesses than those who do not.

Family monthly income is the money they earn or receive, as opposed to the money they have to spend or payout, such as cash benefits from all sources before taxes, fewer payments made for child support, overtime pay, allowances, cash awards, commissions, and bonuses.

One line points to the second box, which contains factors influencing entrepreneurial intention of senior high school students in SPUS in terms of perceived desirability, perceived feasibility, and propensity to act.

Perceived Desirability (PD) is the product of an individual's perceptions of the desirability of entrepreneurship affected by personal attitudes, values, and feelings.



Perceived Feasibility (PF) relates to an individual's perception of available resources.

The Propensity To Act (PTA) is the personal disposition to act on one's decisions, reflecting volitional aspects of intention.

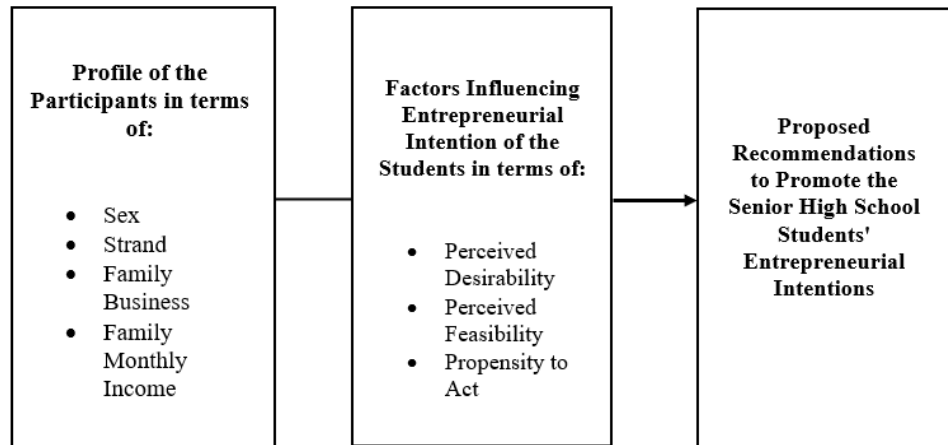


Figure 1. *Schematic Diagram of the Study*

III. STATEMENT OF THE PROBLEM

This study aimed to determine the factors influencing the entrepreneurial intentions of senior high school students. Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 sex;
 - 1.2 strand;
 - 1.3 family business; and
 - 1.4 family monthly income?
2. What are the factors influencing the entrepreneurial intention of the senior high school students in terms of:
 - 2.1 perceived desirability;
 - 2.2 perceived feasibility; and
 - 2.3 propensity to act?
3. Is there a significant difference in the factors influencing the entrepreneurial intention of senior high school students when grouped according to their profile?
4. What proposed recommendations can be made to promote senior high school students' entrepreneurial intentions?

IV. RESULTS AND DISCUSSION

This part presents the result and discussion of the data. The data presented follows the order of the problems cited in the problem statement; profile of the participants, factors influencing the entrepreneurial intention of the Senior High School students, and the significant difference in the factors influencing the entrepreneurial intention of the Senior High School, students as to profile.

Profile of the Participants

Table 1 shows the profile of the respondents as to *sex*, *strand*, *family business*, and *family monthly income*.

Table 1.

Profile of the Respondents

Profile	f (275)	%
Sex		
Female	155	56.40
Male	120	43.60
Strand		
ABM	49	17.80
STEM	135	49.10
HUMSS	73	26.50
ADT/TVL	18	6.50
Family Business		
Yes	153	55.60
No	122	44.40
Family Monthly Income		
5,000 BELOW	54	19.60
5,000 - 15,000	60	21.80
15,000 - 25,000	67	24.40
25,000 ABOVE	94	34.20

275 respondents are included in the study. As to the *sex* of the respondents, 155 (56.40%) were female students, and 120 (43.60%) were male students. This shows that the majority of the respondents were female students.

With regards to their *strand*, most of them belong to STEM or Science, Technology, Engineering, and Mathematics strand with 135 (49.10%); then HUMSS or Humanities and Social Sciences strand with 73 (26.50%); ABM or Accountancy, Business, and Management strand with 49 (17.80%); and TVL/ADT or Technical-Vocational-Livelihood/Arts and Design Track with 18 (6.50%). Concerning whether they have a *family business*, the majority said they have 153 (55.60%), while the other 122 (44.40) do not. Regarding their *family monthly income*, most have 25,000-above with 94 (34.20%), then within 15,000 - 25,000 with 67 (24.40%), 5,000 - 15,000 with 60 (21.80%), and 5,000-below with 54 (19.60%).

The Factors Influencing the Entrepreneurial Intention of the Senior High School Students

This section illustrates the mean and standard deviation of the Factors Influencing the Entrepreneurial Intention of the Senior High School Students.

Table 2.

The Factors Influencing the Entrepreneurial Intention of the Senior High School Students in terms of Perceived Desirability

Indicators	M	SD	VI	QD
1. I display more enthusiasm about establishing a business.	3.02	0.73	A	O
2. I would likely have the benefits from a successful formation of a business.	3.28	0.72	SA	A
3. I find it appealing to initiate an entrepreneurial event such as building a business.	3.16	0.77	A	O
4. I have thought that being an entrepreneur would signify a greater satisfaction	3.25	0.74	A	O
5. I would like to start a business if I have the chance and adequate capital.	3.41	0.71	SA	A
Average	3.22	0.73	A	O

Scale	Interval	Verbal Interpretation	Code	Qualitative Description	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Table 2 displays the factors influencing the entrepreneurial intention of Senior High School students in terms of perceived desirability. On average, it is verbally interpreted as *Agree* and qualitatively described as *Often* ($M=3.22$, $SD=0.73$). It implies that the personal interest and willingness of the students play essential roles in their pursuit of business. They would start a business when they find it appealing or prefer doing it. According to Shapero and Sokol (1982), perceived desirability is the degree to which one finds the potential of beginning a firm appealing, and hence individuals have a positive entrepreneurial mindset. Hence, it is the degree to which people view starting a business as an appealing option and is shown by their desire to carry out that behavior to accomplish the goal. It asserts that determining an attraction to social entrepreneurship may be done by evaluating the results of behavior and the degree of support from the surroundings (social, friends, and family). It serves as a motivating factor that transforms attitude into entrepreneurial intentions wherein a positive attitude justifies a positive perception of the specific behavior of starting a business. Thus, these attractions positively impact the desire to start a business. According to Astiana et al. (2021), entrepreneurial ambitions or interests among university management students are favorably and significantly influenced by perceived desirability. Compared to other external variables, the variable has the most noticeable effect. According to Bui et al. (2020), Ranga et al. (2019), and Vuorio et al. (2018), perceived desirability had the most impact on students' entrepreneurial inclinations. The students' job decisions are most heavily influenced by their desire and motivation to start a business. As a result, desire is the primary factor in starting a business.

Among the five indicators, the item *I would like to start a business if I have the chance and adequate capital* got the highest mean ($M=3.41$, $SD=0.71$), which can be verbally interpreted as *Strongly Agree* and qualitatively described as *Always*. This means that the students' likelihood of venturing into business is greatly influenced by existing opportunities and financial capability. To have a business, they need enough resources, like finances, to cover direct expenses. Like Augustine (2016), the study found the likelihood of offering entrepreneurship and business development programs, which increases the indicated entrepreneurial characteristics among undergraduate students. The findings revealed that the undergraduate students stoutly decided they would like to start a business if they had the chance and adequate capital. The study of Turker and Selcuk (2009) demonstrates that perceived relational support, such as monetary and sentimental assistance from family and friends, does not influence the intention to establish a business for students. Access capital is proven to have a negative and significant correlation to students' entrepreneurial intentions in the study of Sesen (2013). Financial capital affects the business decisions that allow someone to start a new venture. Several studies have indicated that financial capital is crucial in determining whether entrepreneurial efforts would be sustained. In other words, the availability of capital supports one's motivation to become more willing to be an entrepreneur. In contrast, limited access to capital can hinder one's motivation to become an entrepreneur. Financial capital influences the entrepreneurial motivation process in the growth of new venture creation intentions.

On the other hand, the item *I display more enthusiasm about establishing a business* got the lowest mean ($M=3.02$, $SD=0.73$), which can be verbally interpreted as *Agree* and qualitatively described as *Often*. It indicates that students have a passion for entering the world of entrepreneurship. That they have interests or demonstrate the willingness to start a business. It is linked to personal values and job alternatives, with those with a high level of desirability displaying more enthusiasm about creating a business which Shapero and Sokol (1982) proposed. The impression of entrepreneurship's desirability may reflect an individual's standards for how appealing a career option is to external societal influences, market conditions, legal restrictions, etc. When creating opportunities and achieving goals, unleashing enthusiasm can make all the difference. The perceived desirability of entrepreneurship is described as enthusiasm, anxiety, and willingness to launch one's own business. Entrepreneurs put forth much effort not just because they have to but also because they want to. Entrepreneurs are naturally enthusiasts in that they need to start with a healthy dose of optimism; otherwise, they would not be willing to risk beginning and operating a firm.

Table 3.

The Factors Influencing the Entrepreneurial Intention of The Senior High School Students in terms of Perceived Feasibility

	Indicators	M	SD	VI	SD
1.	I have a high possibility to be influenced by the presence of role models, mentors or partners on building a business.	3.21	0.73	A	O
2.	I have the abilities and skills to do entrepreneur duties.	2.91	0.75	A	O
3.	I have personal beliefs and contextual influences. (ie. Culture, interest, gender, and age).	3.16	0.70	A	O
4.	I have readily available resources to start a business. (ie. Financial, human, educational, emotional and physical resources).	2.80	0.88	A	O
5.	I am persistent in dealing with the changes and challenges of the new venture creation process.	3.11	0.73	A	O
	Average	3.04	0.76	A	O

Scale	Interval	Verbal Interpretation	Code	Qualitative Description	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Table 3 displays the factors influencing the entrepreneurial intention of Senior High School students in terms of perceived feasibility. On average, it is verbally interpreted as *Agree* and qualitatively described as *Often* (M=3.04, SD=0.76). It shows that the students' entrepreneurial disposition, capabilities, influences, and resources matter when they want to venture into business. To start a business, they have to consider whether they can do it or have the ability to do so and have the resources such as financial and human resources. Thus, according to Krueger and Brazeal (1994), feasibility reflects each individual's level of self-efficacy, as well as each individual's ability to perform a specific task or a specific task sequence.

Perceived feasibility is the degree to which individuals have a positive affective orientation toward behavior during the achievement process, which is rooted in the certainty of their entrepreneurial cognition, information collection, analysis, and evaluation. Individuals must have a sufficient degree of actual and perceived control over the behavior and the outcome of the behavior in order to perform it. In other words, the person must believe that the behavior is possible and that the outcome will be positive. Perceived feasibility mediates entrepreneurs in entrepreneurial situations, according to other studies (Ruiz-Palacios et al. (2016). Prior research has demonstrated that personal beliefs and contextual influences can impact and lead to people's perceptions of feasibility (Souitaris, Zerbinati, & Al-Laham, 2017). Other research has found that people's perceptions of their abilities and skills to do entrepreneurial duties influence their entrepreneurial goals by increasing their perceived feasibility of the process and improving their abilities to face the challenges (Carr & Sequeira, 2017).

Among the five indicators, the item *I have a high possibility to be influenced by the presence of role models, mentors, or partners in building a business* got the highest mean (M=3.21, SD=0.73), which can be verbally interpreted as *Agree* and qualitatively described as *Often*. This reveals that having a good business partner or even someone who excels, such as in business, to look up to is an essential factor that the students consider in taking up business. When in doubt about handling things or what to do next in business, they could get some ideas and help from experts or their partners. According to Pihie & Bagheri (2013), perceived feasibility has been identified as one of the key elements influencing an individual's motivation to become an entrepreneur. Perceived feasibility is among the most potent attitude elements influencing people's entrepreneurial intentions. In other words, perceived feasibility significantly impacts individuals' intention and competence to become entrepreneurs, the degree of feasibility they perceive toward starting a new business, and their persistence in dealing with the changes and challenges of the new venture.

It means influential people in building a business, such as role models, mentors, and partners, impact them. This factor influences their willingness and ability to become entrepreneurs, their perception of the feasibility of starting a new business, their persistence in dealing with the changes and challenges of the new venture creation process, and their success in performing entrepreneurial roles and tasks. Self-efficacy is a potent mediator of the relationship between prior entrepreneurial experience, which offers students a role model and functional competency from empirical exposure, and entrepreneurial goals (Zhao et al., 2005). However, Zhang et al. (2014) research indicates that prior entrepreneurial exposure has a significant detrimental impact on intentions for entrepreneurship. Most of the study participants had poor entrepreneurial experiences, which increased their anxieties and insecurities about working for themselves, leading to this surprising finding.

On the other hand, the item *I have readily available resources to start a business (i.e., Financial, human, educational, emotional, and physical resources)* got the lowest mean ($M=2.80$, $SD=0.88$), which can be verbally interpreted as *Agree* and qualitatively described as *Often*. It means that when starting a business, students consider the availability of financial, human, educational, emotional, and physical resources even though some specified resources still need to be present. They ensure first to possess the relevant basic knowledge and skills, have enough capital and budget to sustain the business, and surround by good and trusted people. Kim et al. (2018) said resources are essential for startups and growing businesses. Financial, human, educational, emotional, and physical resources are the five broad categories of resources required to start a business. The financial resource is the business's funding and is the most crucial factor to consider when starting a business. Employees are human resources. An organization's success relies heavily on its employees' talent and strength. A student's business knowledge and becoming an entrepreneur is an educational resource. The most important thing an entrepreneur can do when starting a new business is to educate themselves as much as possible. Physical resources include buildings and equipment. Every organization must have the appropriate physical resources to survive, as well as emotional resources. Starting a business can be a very stressful experience for an entrepreneur. Students must have a support team that can provide inspiration and guidance to maintain their sanity and stay motivated. Access to readily available resources assists students as future entrepreneurs in efficiently managing their businesses, anticipating when they need to scale, understanding their needs, keeping things under control, and keeping staff or team members connected.

This relates to the Astiana et al. (2021) study, which suggests that students may need more chances and appropriate resources to launch a firm. They require more in-depth entrepreneurship training to seize business opportunities and get the necessary resources to launch a new company. The importance of instructors or teachers in helping pupils cultivate an entrepreneurial spirit cannot be overstated (Tican, 2019). In the entrepreneurship course, instructors advise students on writing a business plan and encourage them to consider the marketing, financial, human, and operational resources required to start a business. As a result, students learn strategies for managing resources so that their firms can operate successfully and efficiently.

Table 4.

The Factors Influencing the Entrepreneurial Intention of The Senior High School Students in terms of Propensity to Act

	Indicators	M	SD	VI	QD
1.	I have a high possibility to start a business.	2.91	0.91	A	O
2.	I can see myself performing entrepreneurial roles and tasks.	2.95	0.82	A	O
3.	I will enthusiastically explore and carry out entrepreneurial opportunities.	3.05	0.74	A	O
4.	I am ready and will do everything to become an entrepreneur.	2.94	0.84	A	O
5.	I persevere in pursuing an activity to reach the objective despite hardship or uncertainty from my external circumstances.	3.12	0.79	A	O
	Average	2.99	0.82	A	O

Scale	Interval	Verbal Interpretation	Code	Qualitative Description	Code
4	3.25-4.00	<i>Strongly Agree</i>	SA	<i>Always</i>	A
3	2.50-3.24	<i>Agree</i>	A	<i>Often</i>	O
2	1.75-2.49	<i>Disagree</i>	D	<i>Sometimes</i>	S
1	1.00-1.74	<i>Strongly Disagree</i>	SD	<i>Never</i>	N

Table 4 displays the factors influencing the entrepreneurial intention of Senior High School students in terms of propensity to act. On average, it is verbally interpreted as *Agree* and qualitatively described as *Often* ($M=2.99$, $SD=0.82$). It infers that the eagerness and innovation of the students are relevant when it comes to their intention to enter the business world. To start a business, they must be enthusiastic about working and going beyond what is expected, be goal-driven, and have good decision-making. Shapero conceptualized propensity to act as people's tendency to act at their discretion, reflecting intention (Bui et al., 2020). The propensity to act is a personality trait that facilitates entrepreneurial interest and describes the urge to take action, and its strength varies significantly among individuals (Riyanti et al., 2016). Conceptually, the propensity to act depends on the perception of control or the desire to gain control by taking action. Identifying the measures closely related to initiating and persisting in goal-directed behavior under uncertainty and adversity is necessary. In the recent study by Astiana et al. (2021), the results indicate that the propensity to act variable positively and significantly influences the entrepreneurial intentions of university management students. This aligns with Bui et al. (2020) and Darmanto (2013), which stated that the propensity to act positively influences student entrepreneurship interest. When students act and decide to start a business, their entrepreneurship will be more vital.

Among the five indicators, the item *I persevere in pursuing an activity to reach the objective despite hardship or uncertainty from my external circumstances* got the highest mean ($M=3.12$, $SD=0.79$), which can be verbally interpreted as *Agree* and qualitatively described as *Often*. It connotes that students have the dedication and zeal to pursue business no matter what. Similar to the study, an act-taking propensity might be presumed to be one of the significant elements of an entrepreneur's establishment in Pakistan (Rauch et al., 2017). Unlike others, people with the confidence and self-assurance to make a difficult decision on time have more opportunities and are more likely to fulfill their entrepreneurial goals. The study by Rauch (2017) focused on the propensity towards taking risks as a characteristic of those who intend to develop a business in the future. The study assumed that young people with a higher capacity for taking risks are more attracted to the entrepreneurial environment, considering that starting and managing a business often requires good risk management.

On the other hand, the item *I have a high possibility to start a business* got the lowest mean ($M=2.91$, $SD=0.91$), which can be verbally interpreted as *Agree* and qualitatively described as *Often*. It suggests that students consider or consider venturing into a business one day. Propensity to act, according to Shapero (1975), is a personal inclination to act based on one's own decisions, reflecting the purposeful part of the intention. In order to measure this variable, the action and perseverance in pursuing an activity to reach the objective, despite hardship or uncertainty from the individual's external circumstances, must be firmly tied. This term was first mentioned by Rotter (1966), which reflects the extent to which each individual feels responsible for his or her success or failure instead of depending on underlying determinants such as luck (Fagbohungebe & Jayeoba, 2012). Moreover, entrepreneurs are capable of accepting responsibility, taking calculated risks, having a solid drive to succeed, having much energy, recognizing opportunities, and foreseeing the future. They want to make their vision a reality, care more about success than money, can handle change, and can adjust to new situations.

Table 5.

Significant Difference on the Factors Influencing the Entrepreneurial Intention of the Senior High School Students as to Profile

Profile	Dependent	F	p-value	Decision
Sex	Perceived Desirability	1.070	0.302	Do not reject Ho
	Perceived Feasibility	3.001	0.084	Do not reject Ho
	Propensity To Act	0.555	0.457	Do not reject Ho
Strand	Perceived Desirability	5.109	0.002	Reject Ho
	Perceived Feasibility	5.040	0.002	Reject Ho
	Propensity To Act	3.998	0.008	Reject Ho
Owned a Family	Perceived Desirability	2.433	0.120	Do not reject Ho

Business	Perceived Feasibility	10.266	0.002	Reject Ho
	Propensity To Act	10.917	0.001	Reject Ho
	Perceived Desirability	2.330	0.075	Do not reject Ho
Family Monthly Income	Perceived Feasibility	0.403	0.751	Do not reject Ho
	Propensity To Act	0.394	0.757	Do not reject Ho

P-value < 0.05 = Reject Ho

Table 5 presents significant differences in the factors influencing the entrepreneurial intention of Senior High School students in terms of *perceived desirability*, *perceived feasibility*, and *propensity to act* when grouped according to their profile, such as *sex*, *strand*, *owned family business*, and *family monthly income*.

In terms of *Sex*, it reveals that there are no significant differences in the factors influencing the entrepreneurial intention of Senior High School students in terms of perceived desirability ($p=0.302$), perceived feasibility ($p=0.084$), and propensity to act ($p=0.457$) as to their sex considering that respective computed p-values are higher than the expected level of significance, 0.05, which leads to not rejecting the hypothesis. It means that the factors influencing the entrepreneurial intention of Senior High School students in terms of perceived desirability, perceived feasibility, and propensity to act do not significantly differ regarding their sex. Regardless of the sex of students, whether male or female, their interest in business tends to be similarly influenced by their aspirations, abilities, and disposition. The findings also revealed that the students' gender differences do not affect their propensity for entrepreneurship. It suggests that whether you are a male or female student will not affect your entrepreneurial intention. Gender and students' positive perceptions of entrepreneurship in society were found to have no significant effect on Entrepreneurial Intention. Thus, while our study could not confirm the common belief that men are more likely than women to pursue entrepreneurial careers, it did confirm the findings of other studies.

These ties in with other studies (Ayodele, 2013; Hatak et al., 2015) that have indicated that entrepreneurial intention had no difference between males and females in their attitudes toward entrepreneurship. Nevertheless, it contrasts, to a certain extent, with the study of Zhao et al. (2005), where it was found that gender directly influences entrepreneurial goals because females had fewer intents than males to launch a firm. It was then supported by the study of Santos et al. (2016) that entrepreneurial intention is significantly associated with sex, particularly men having higher intentions towards entrepreneurship.

In terms of their *Strand*, it presents that there are significant differences in the factors influencing the entrepreneurial intention of the Senior High School students in terms of perceived desirability ($p=0.002$), perceived feasibility ($p=0.002$), and propensity to act ($p=0.008$) as to their strand considering that respective computed p-values are lower than the expected level of significance, 0.05, which leads to the rejection of the hypothesis. This implies that the factors influencing the entrepreneurial intention of Senior High School students in terms of perceived desirability, perceived feasibility, and propensity to act significantly differ in their strand. The intention of the students, especially those who belonged in ABM, STEM, and ADT/TVL strands, respectively, to start a business is influenced by their interest, availability of resources, and zeal to do so in a different way or level. Thus, it is evident that the STEM strand, which focuses on adaptability, communication, interpersonal skills, troubleshooting, creativity, self-control, and clinical thinking, is the one that most students intend to start a business with. At the same time, ABM is known to prepare students for careers in the corporate sector by providing them with the skills and information required (Magnaye, 2020). Moreover, ADT/TVL allows students to gain the skills and knowledge they need to get the certifications necessary for work, leading them to enter the business. The strands of the Senior High School students play a vital role in developing and influencing entrepreneurial intention since personal interest, availability of resources, and propensity to act vary among them.

In terms of their *Family Business*, it exhibits that there is no significant difference in the factors influencing the entrepreneurial intention of the Senior High School students in terms of perceived desirability ($p=0.120$) as to their family business, considering that the computed p-value is higher than the expected level of significance, 0.05, which leads to not rejecting the hypothesis. It means that the family business of students is fine when it comes to their intention of starting a business. The study also validated that the family business background of senior high school students does not influence their inclination toward entrepreneurship. A family business background does not guarantee that students will exhibit entrepreneurial inclination. This finding is reinforced by a previous study (Hatak et al., 2015). Entrepreneurial intentions can be indirectly

influenced by the family business background (Krueger, 1993; Petterman & Kennedy, 2003), which has implications for antecedents of entrepreneurial intention (perceptions of venture feasibility and desirability, attitude, and subjective norms). Based on a sample of Australian high school students, Peterman and Kennedy's research found a significant positive relationship between prior exposure to the family business and entrepreneurship education and the antecedents of entrepreneurial intention. Carr & Sequeira (2007) found a significant, direct, and indirect influence of previous exposure to family businesses on the entrepreneurial intention by means of variables such as attitude towards starting a business, perception of family support, and entrepreneurial self-efficacy.

On the other hand, the factors influencing the entrepreneurial intention of the Senior High School students in terms of perceived feasibility ($p=0.002$) and propensity to act ($p=0.001$) have significant differences as to their own family business considering that computed p-values are lower than the marginal error of 0.05, which leads to the rejection of the hypothesis. It implies that regardless if they have a family business or not, students have a chance to enter the business world evenly. Therefore, the entrepreneurial intentions were more pronounced for students who do not have family businesses than those with prior family entrepreneurial exposure. Thus, the intensity of the impact of entrepreneurial intention depends on the student's exposure to having a family business. These results are in line with previous studies (Fayolle & Gailly, 2015; Fairlie & Robb, 2007) that suggested that individuals coming from entrepreneurial families are already exposed to informal entrepreneurship learning (learning by doing and learning by example or modeling), in which family business can be seen as a "business incubator for future business. Other studies revealed that a family business background or having entrepreneurial parents predict entrepreneurial inclination (Amos & Alex, 2014; Sasu & Sasu, 2015; Chaudhary & Chaudhary, 2017).

In terms of their *Family Monthly Income*, it shows that there are no significant differences in the factors influencing the entrepreneurial intention of the Senior High School students in terms of perceived desirability ($p=0.075$), perceived feasibility ($p=0.751$), and propensity to act ($p=0.757$) considering that respective computed p-values are higher than the expected level of significance, 0.05, which leads to not rejecting the hypothesis. This indicates that no matter how much income the students' families get per month, they are likely to be interested, disposed, and eager to pursue business the same way. The results indicate that students from lower-income families (less than average monthly net wage), compared to their counterparts from families with higher economic status, indicate statistically no significant difference in the factors influencing their entrepreneurial intention. Those individuals growing up in both settings are mitigated by the pressure to find a stable job and have the freedom to be more risk assertive. Thikawala (2011) study found no significant relationship between family income and overall entrepreneurial intention among Sri Lankan students. As a result, the family income factor does not affect students' entrepreneurial intentions. Furthermore, this study reveals that the financial ability of the undergraduates' families is unrelated to their business interests. It is evident that influences play a significant role in students' entrepreneurial intention and not the financial ability of their families.

V. CONCLUSIONS

Overall, the factors influencing the entrepreneurial intention of senior high school students in terms of Perceived Desirability, Perceived Feasibility, and Propensity to Act are Often experienced by the participants. This research also concludes that there is a significant difference in the factors influencing the entrepreneurial intention of senior high school students in terms of Perceived Desirability, Perceived Feasibility, and Propensity to Act when grouped according to their family business and strand.

VI. RECOMMENDATIONS

The following recommendations are based on the conclusion of the study:

1. The Senior High School students of St. Paul University Surigao may engage and participate in seminars or even workshops about the critical factors in starting up a business, the benefits of being an entrepreneur, and more topics about business. In this way, seminars and workshops will help them broaden their business knowledge and can lead them to become successful entrepreneurs in the future. Students may also engage in a business simulation, which plays a vital role in developing good intentions toward entrepreneurship among students, mainly to increase their perceived ability to be entrepreneurs. Business simulations are a hands-on, interactive learning experience allowing participants to engage in the material. Students learn more if they learn from experimental and practical knowledge instead of sitting and listening to lectures in a classroom environment.

2. For senior high school teachers, if their students show the potential to become entrepreneurs, they may encourage them to engage and participate in any seminars and webinars about business. It can be seminars or workshops inside and outside the school. Teachers may notice the potential of students to become entrepreneurs



if the students excel in any business-related subjects such as Entrepreneurship, Business Finance, Applied Economics, and more. As individuals with future careers in economic development, students represent the specific category whose entrepreneurial intentions need to be supported and encouraged already during their study programs by the teachers.

3. The study recommends that business owners hold trade fairs and seminars as this will ensure inspiring the students who want to become future business owners by having a significant impact and being a motivator to them. Business owners may also act as speakers during seminars to provide individual spiritual incentives and behavioral guidance, which impacts individual entrepreneurship intention. As far as the students who are potential entrepreneurs are concerned, business owners can provide indirect experience such as business information, improve the probability of discovering and utilizing business opportunities, and then enhance the possibility of triggering entrepreneurship intention among the students.

4. For future researchers, the following studies may be dealt with: Factors Influencing Entrepreneurial Intention of the Students in Surigao City. This study only includes senior high school students in the survey conducted. Therefore, future researchers can include junior high school and college students when gathering data for the survey. Future researchers may also study the Common Components that Affect Surigaonons to Likely Operate Online Businesses, Constraints to Initiate New Ventures among Senior High School Students, and The Impact of Prior Entrepreneurial Exposure on Undergraduate Students.

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